**TEAL Oral assessment criteria Task 8: Picture story sequence Student:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_

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|  | **Communication** | **Cultural conventions** | **Linguistic structures and features** | | | | **Strategies** | ***EAL curriculum levels***  ***A1/BL/B1  CL/C1 A2/B2/C2*** | | |
| **Text structure** | **Grammatical features** | **Vocabulary** | **Phonology** |
| **4** | * Provides a detailed story, including attributes of the characters * Varies expression and voice to add interest to their story * Tell their story with minimal or no teacher prompts * Relates reasons for the way characters behave * Provides a story complication or alternative interpretation | * Manages interaction using appropriate interruptions/turn taking * Competent use of social formulas * Justifies, negotiates, predicts, and suggests * Agreement, disagreement, humour * ‘Conversational’ fillers to interact – *Well … I have to say … that was very naughty* | * Express complex ideas and alternatives, in an extended, structured response * Includes more sophisticated elements such as direct speech, naming of characters | * Mostly accurate use of past tense to describe events in the story * Modals, *maybe she* * Use of range of logical connectives to give reasons – *so that, because* | * Concepts such as location, reality * Wider range of appropriate word choices | * Overall confident pronunciation, some individual issues, word endings or problematic sounds *– dey* for *they* * Successful use of stress and intonation to carry additional meaning, signal agreement encouragement | * Argue for own ideas * Self-correct and reformulate * Ask for a correct term * Ask questions to clarify * Pick up on more precise language from teacher or partner |  |  |  |
| **3** | * Provides a recognizable narrative, with attempts to add interest and detail * Extended telling of the story * Discuss the moral of the story * Adds more detail when questioned * Gives reasons for the events in the story * Fluent when talking about well-known ideas and expressing simple new ideas | * Obvious story telling elements * Tells their story with little prompting or questioning * Adds additional elements to create more interesting story * Able to compare, explain, clarify, identify and describe * Monitors others response to what they are saying, and modifies to improve communication | * Longer turns of several extended phrases and sentences * Story like structure, including opening phrases and a conclusion | * Consistent use of past tense – *one day the girl was walking* * Some preposition confusion – *on the car* * Greater variety of terms to explain and express reasons *– … she did it because if...* | * Adjectives and adverbs for more detail – *little girl, very cute* * Concepts such as *size, time, location* * More specific verbs – *pick, break, steal, smell* * Confusion with verb tenses – *pick/picked, take/took* | * Sounds clear most of the time despite some errors with less well known words * Less obvious influence of first language on intonation, stress and rhythm   Stress and intonation to reinforce ideas or direct – *no not there* | * Use circumlocution when lacking specific vocabulary – *that thing* * Use common social and classroom formulas to facilitate the interaction, and to gain attention – *I forgot, Put that card here?* |  |  |  |
| **2** | * Tells a short but connected story * Detail adds some interest to the story * Less reliant on constant teacher prompting and questions * Understand and answers predictable simple questions, but difficulty in answering why/how questions * Re-order the cards to tell a different story * Fluent in using well known and formulaic language, short phrases | * Includes some story-like elements in structuring their story * Generally allows the discourse to be managed by the teacher * Limited resources for explaining, justifying, suggesting or signalling intention * Gestures to convey meaning when doesn’t know the words for feelings and ideas * Minimal verbal interaction for clarifying, describing, explaining | * Talk characterised by short sentences and statements – *he looking the car,* * Rely on teacher prompts and questions | * Generally use of present tense – *the boy is walking*, *she take flower, put teddy* * Formulaic phrases – *very good, like that* * Time markers – *next, then* * Use of *because* to explain * Pronoun confusion | * Some topic specific language, identifies the key items and people in the story * Basic verbs – *see/saw, go, take* * Confusion with prepositions –*in/on* | * Mostly intelligible pronunciation, particularly with well-known words, phrases * Some sounds and words difficult to identify * Significant first language influence on stress, rhythm and phonology | * Imitate or use key words or phrases from other speaker – *this way* * Ask for assistance – *what this?* * Borrow key words from the speaker * Check ideas with teacher * Improve pronunciation after listening to another speaker |  |  |  |
| **1** | * Understands the story telling task * Sequences the pictures * Talks about what happens in each picture rather than a clear, connected story * Minimal story detail or elaboration * Relies on highly predictable teacher support, such as prompting, questioning or pointing to the pictures * Understands simple predictable questions but may not be able to explain ideas, opinions * Provides short turns, with frequent pauses and sometimes extended ‘thinking time’. | * Few narrative or story-like features * May agree with partner or teacher, even when they don’t understand * Needs guidance and questioning from the teacher to tell the story * Few verbal strategies to initiate or maintain interaction * May use mime and gesture to signal agreement, misunderstanding * Cannot formulate questions beyond simple formulas, or single words | * Pauses in interaction, but may not ask for a repeat of the question or for assistance * Interaction may be through gestures, facial expression * Series of short utterance –*smell flower, take teddy* | * Understand simple questions – What's the girl doing? Did the boy take the teddy? Was that naughty? * Formulaic/ borrowed phrases – *no/yes this, take this, here flower* * Use of simple present tense – *boy walking, see flower* * Basic time markers – *next*, *and then* | * Little specific vocabulary – *boy, girl, flower* * Few verbs – *take, put down* | * Generally intelligible, some sounds, words and phrases difficult to identify * Marked first language influence on intonation, stress and rhythm * May need more than one attempt at pronouncing a new word | * Use key words used by teacher/partner * Wait for the teacher to supply an appropriate word * Eye contact, gesture to ask for help * Use gesture and mime rather than talking – nodding, head shake, facial expression |  |  |  |